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*Social and Emotional Development (updated)*

*This issue features library resources on social and emotional development, infant mental health, trauma, and child abuse.*

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## Social and Emotional Development – Selected Articles

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**Abuse and young children with disabilities** Corr C, Santos R. *J Early Interv.* 2017;39(1):3-17.
Legislation in the United States, such as the Child Abuse Prevention and Treatment Act and the Individuals with Disabilities Education Improvement Act, mandates service system collaboration to meet the complex needs of young children with disabilities who have experienced abuse. This literature review examines extant literature related to young children with disabilities who have experienced abuse. Gaps in the literature are identified and future directions are discussed.

**Are health visitors' observations of early parent-infant interactions reliable? A cross-sectional design** [published online ahead of print February 27, 2017]. Kristensen IH, Trillingsgaard T, Simonsen M, Kronborg H. *Infant Ment Health J*. doi: 10.1002/imhj.21627.
Health visitors need competences to promote healthy early parent-infant relationships. The aims of this study were to explore whether there are differences between groups of health visitors with and without additional parenting program education in terms of their knowledge of infant-parent interaction and their observation and assessment skills of such interactions.

**Beyond the dyad: the relationship between preschoolers' attachment representations and family triadic interactions** [published online ahead of print March 6, 2017]. Perez Cortes F, Moessner M, Santelices Alvarez MP. *Infant Ment Health J.* doi: 10.1002/imhj.21633

This study examines the relationship between triadic family interactions and preschoolers' attachment representations, or internal working models (IWMs), from a qualitative and dimensional perspective. Individual, relational, and sociocultural variables were evaluated using two different samples. The results showed that triadic family interactions were linked to preschoolers' attachment security levels in both groups, indicating the reliability of the proposed model.


**Evaluating the implementation of the pyramid model for promoting social-emotional competence in early childhood classrooms**. Hemmeter ML, Snyder PA, Fox L, Algina J. *Topics Early Child Spec Educ*. 2016;36(3):133-146.

We conducted a potential efficacy trial examining the effects of classroom-wide implementation of the Pyramid Model for Promoting Young Children's Social-Emotional Competence on teachers' implementation of Pyramid Model practices and children's social-emotional skills and challenging behavior. Participants were 40 preschool teachers and 494 children. Using a randomized controlled design, 20 teachers received a professional development (PD) intervention to support their implementation of the practices. The 20 teachers in the control condition received workshops after all study-related data were collected. Teachers who received PD significantly improved their implementation of Pyramid Model practices relative to control teachers. Children in intervention teachers' classrooms were rated as having better social skills and fewer challenging behaviors relative to children in control teachers' classrooms. Exploratory analyses showed that children at elevated risk for behavior disorders in intervention teachers' classrooms had improvements in their observed social interaction skills relative to similar children in control teachers' classrooms.


**Helping infants and toddlers learn self-regulation**. Walker K. *Tex Child Q*. 2017;40(3). http://www.childcarequarterly.com/winter16_story3.html Accessed March 25, 2017.

In response to the tragedy of 9/11, Fred Rogers shared this wisdom. "I'm convinced that when we help our children find healthy ways of dealing with their feelings in ways that don't hurt them or anyone else, we're helping to make our world a safer, better place." What is your long-term goal for children in dealing with their feelings? I'll bet your answer has something to do with children being able to manage their own behavior, which we call self-regulation.


**History of childhood abuse and mother-infant interaction: a systematic review of observational studies** [published online ahead of print February 27, 2017]. Vaillancourt K, Pawlby S, Fearon RM. *Infant Ment Health J.* doi: 10.1002/imhj.21634.

Literature that has examined maternal self-reported history of abuse and an observational assessment of infant-mother interaction was reviewed. Electronic databases were searched and studies that met predefined criteria were included. Fourteen studies were included and assessed for quality using the Effective Public Health Practice Project tool.

Ten of the 14 studies found a direct or an indirect relationship between self-reported abuse and observed caregiving. The small number of studies and variation in sample characteristics and measurement limit conclusions. Of the studies that were rated of the highest quality, there is some consistency showing that the effect of maternal abuse history on caregiving may be via a third variable (i.e., stress reactivity or depressive symptoms). The current review discusses strengths and limitations of the existing literature and offers suggestions for future research.

**Infant mental health for medically fragile babies in intensive care and their families**. Browne JV, Talmi A. *Zero Three*. 2017;37(3):18-26.
Infants who begin their lives in intensive care are impacted physically and socioemotionally for many months and years to come. Likewise, stressful experiences of caring for a baby hospitalized in intensive care have an impact on primary caregivers, typically the baby's parents. Infant mental health is an expanding, evidence-based field that emphasizes the importance of supporting early relationship development and optimal social and emotional outcomes through enhancing early relationships.

**Social-emotional development in children and youth who are deafblind**.
Hartshorne TS, Schmittel MC*. Am Ann Deaf.* 2016;161(4):444-453.
Social-emotional development is important to personal adjustment and well-being. Little has been written about social-emotional development in children and youth who are deafblind. The authors discuss factors in typical social-emotional development-attachment, empathy, and friendships-and how they may be challenged in children who are deafblind. Also reviewed are factors that place children who are deafblind at risk for delays in social-emotional development. Finally, the possible benefits of inclusion to the social-emotional development of children who are deafblind are examined.

## Social and Emotional Development – Selected DVDs

**ACE study: the adverse childhood experiences study: background, findings, and paradigm shift**. 123 min. 2012. (DD0697).
David F. Williamson, PhD, Vincent J. Felitti, MD, Robert F. Anda, MD, MS and Frank W. Putnam, MD speak about the Adverse Childhood Experiences Study (ACE Study). The ACE Study examines the mechanisms by which adverse childhood experiences influence health and well-being throughout the lifespan.

**ASQ-3 scoring and referral**. 18 min. 2009. (DD0426).
Viewers first get a brief overview of the ASQ-3 questionnaires and the screening process. Then they'll watch a home visitor guiding a mother as she fills out a questionnaire for an infant and tries the ASQ-3 tasks with her child. Through footage of specific tasks and close-ups of sample questions and scores, ASQ-3 users will discover how to use the revised third edition scoring sheets to convert parent responses into point values, compare the results with the cutoff scores, use the ASQ-3 monitoring zone to determine if

a child's progress should be monitored in one or more areas, interpret parent responses on the overall section of ASQ-3, and decide if a referral for further assessment is needed.

**Attachment relationships**. 29 min. 2010. (DD0404).
Attachment is the ability to form and maintain healthy relationships. This program follows the journey from prenatal bonding to a baby's phases of attachment from birth to age two.

**BabyCues: a child's first language**. 18 min. 2006. (DD0557).
This DVD shows examples of cues, engaging and disengaging, as well as examples of how cues often cluster around hunger or satiation. Learning and interpreting these cues is presented from an attachment theory base and will assist the caregiver or parent in providing a nurturing environment for babies and young children.

**Beginnings of life**. 42 min. 2011. (DD0504).
This program follows the many changes that newborns experience during early infancy. It highlights social changes. It shows the significance of the first interaction between parent and newborn.

**A child's mind: how kids learn right and wrong**. 24 min. 2011. (DD0553).
Viewers learn how children develop morals and how these morals impact children's behavior. The theories of Jean Piaget, Lawrence Kohlberg, Carol Gilligan, Albert Bandura, and Elliot Turiel are examined and the concept of theory of mind is explained.
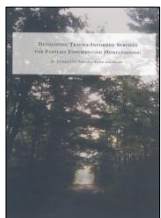
**Developing trauma-informed services for families experiencing homelessness: an interactive training video and guide**. 92 min. 2008 (DD0615).
This DVD focuses on the relationship between homelessness and traumatic stress and on how to apply trauma concepts to providers' daily work with families experiencing homelessness.
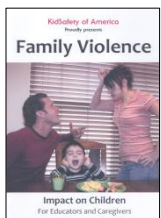
**Family violence: impact on children for educators and caregivers**. 19 min. 2011. (DD0493).
This program features Dr. Harvey Karp and other experts and practitioners. Family members who have been affected by domestic violence are also interviewed.

**Finding the words, finding the ways: exploring reflective supervision and facilitation**. 136 min. 2012. (DD0614).
This training DVD includes four supervisory scenarios. In one of the scenarios an experienced clinician works with her protégé to help a family dealing with depression, distress, and conflict.

**For the child: information on mental health and advocacy for resource parents**. 30 min. 2007. (DD0208).
This program provides information to help foster parents and kinship care providers address the mental health needs of children in their care. Viewers will understand the most common children's mental health problems and learn about navigating the mental health delivery system.

**Healing Neen**. 54 min. 2010. (DD0555).
After surviving a childhood of abuse and neglect, Tonier "Neen" Cain lived on the streets for two decades. A community mental health program offered her a way out and up. Neen's inspiring story illustrates the consequences of childhood household trauma and the efficacy of trauma-informed care as a treatment plan.

**How to raise emotionally healthy children: volumes 1-3**. 23-25 min. 2013. (DD0682-DD0684).
This DVD series teaches parents how to nourish their child's emotional health and social and emotional growth. Featuring common challenges, this program shows parents how to modify their interactions to meet their child's critical emotional needs to feel respected, important, accepted, included, and secure.

**I want all the turns: supporting children in resolving problems and conflicts/quiero todos los turnos**. 90 min. 2013. (DD0655).
This program describes how early childhood teachers can support the development of children's problem-solving abilities and other social skills.

**Infants: social and emotional development**. 23 min. 2010. (DD0430).
This program examines the different stages of emotional development and explains how children form attachments.

**Learning happens**. 113 min. 2007. (DD0411).
Short vignettes capture how learning unfolds through loving interactions with parents and caregivers, and highlights the critical role that adults play in supporting children's healthy social and emotional development.

**Learning happens II**. 29 min. 2010. (DD0412).
This follow up to *Learning happens* shows loving interactions between children and their parents, teachers, and caregivers. The children range in age from birth to 5 years old.

**Life at 1: new experiences**. 54 min. 2011. (DD0512).
This DVD introduces a group of one-year-olds who are part of a large-scale longitudinal study in child development. Shy Haleema does well in a "stranger test" while lively Anastasija cries when separated from her parents. Jara'na's future happiness may depend on his ability to deal with racism, while tiny Ben, born prematurely as a quintuplet, upturns all expectations. This program is also available online.

**Life at 3: bad behavior**. 57 min. 2008. (DD0514).
This program delivers a progress report on five toddlers, the public face of a much larger longitudinal study, who must now learn to manage their own feelings and actions. Can Decklan get a handle on the tantrums that, not surprisingly, have increased with the arrival of a baby brother? Why does Jara'na cry every time he is separated from his mother? What's preventing Anastasija from paying attention to her teachers? How can Daniel cope when faced with a death in the family? This program is also available online.

**NEW! Magic of everyday moments series**. 18-23 min. 2014. (DD0685; DD0742-DD0743).
Chapters in this DVD series explore the importance of emotional development and the importance of making a baby feel safe and secure in the world.

**Managing everyday challenges through positive guidance**. 75 min. 2011. (DD0535).
This DVD teaches how to create positive relationships to support young children's social and emotional development.

**Observing Kassandra**. 2010. (KT0079).
This kit is a new edition of the Transdisciplinary Play-Based Assessment (TPBA2). It assesses several domains including the social and emotional domains.

**NEW! Parenting: emotional health and positive discipline**. 9 min. 2016. (DD0736-DD0737).
A young mom gives advice on how to help a baby feel loved, how to comfort a crying baby, how to stay calm while caring for a baby, and how to use positive discipline and positive language as an alternative to angry language and spanking. These DVDs are also available in Spanish as DD0766-DD0767.
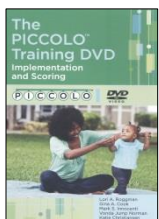
**Piccolo training DVD: implementation and scoring**. 70 min. 2013. (DD0630).
This introductory presentation explains the 4 PICCOLO (*Parenting Interactions with Children: Checklist of Observations Linked to Outcomes*) domains and describes how each domain is important for child development. Presenters walk the viewer through each of the 29 items on the tool. Viewers also learn which types of activities work best for observations, how to talk to a family about the observation, guidelines for video recording, and how to use the results to help plan home visits.

**A place of our own: early childhood solutions behavior and emotions**. 180 min. 2008. (DD0325).
Host Debi Gutierrez leads engaging discussions on children's behavior and emotions with parents, caregivers, and child care experts. See also the Spanish language version: *Los niños en su casa: soluciones para la primera infancia comportamiento y emociones* (DD0327).

**Play, learning, and development**. 53-65 min. 2009-2010. (DD0631-DD0633).
In this DVD series children are stimulated by sensory experiences available outdoors.
They develop socially and emotionally as they play outdoors with their caregivers.

**Practical strategies for teaching social and emotional skills**. 28 min. 2007.
(DD0581).
This program highlights strategies and approaches that early childhood personnel and
families can use to systematically target social emotional supports that build young
children's skills in a variety of areas including making friends, problem solving, asking an
adult for help, talking about feelings, and managing their emotions.

**Preschooler observation: social and emotional development**. 23 min. 2012.
(DD0496).
Preschoolers are shown engaged in activities that exemplify their advancements in social
and emotional development.

**Preschoolers: social and emotional development**. 23 min. 2008. (DD0433).
Preschoolers learn to play cooperatively, make friends, and express emotions.

**Recognizing and reporting child abuse and child sexual abuse**. 68 min. 2008.
(DD0323).
Viewers will be able to recognize when corporal punishment rises to the level of physical
abuse. They will learn the signs of child sexual abuse and how to handle disclosures and
report abuse.

**Recognizing child abuse**. 26 min. 2007. (DV0362).
This program spells out the Four Rs of child abuse: the harsh Reality of its presence in our
society, the Results it leads to, the many ways to Recognize it, and the proper channels
for Reporting it.

**Reflective supervision for infant mental health practitioners**. 136 min. 2012.
(DD0613).
This DVD presents four spontaneous unrehearsed reflective supervision sessions. Each
session provides a window into reflective supervision experiences and offers opportunities
to consider essential elements of the reflective process.

**Substance exposure and promoting attachment**. 79 min. 2007. (CA0006).
Mary Susan Rudisill, clinical psychologist, presents information about prenatal substance
exposure and the early absence of consistent, loving caregivers.

**Toddler behavior and development**. 60 min. 2009. (DD0434).
The 16 clips on this DVD highlight daily routines and show how adults tune into the
physical and social emotional needs of children from ages 18 months to 3 years of age
with responsive strategies.

**Toddlers: social and emotional development**. 28 min. 2009. (DD0260).
Viewers learn about the theory of the mind and how toddlers come to understand how their actions can affect others. Viewers observe toddlers interacting with family and peers as they develop attachments and social bonds.

**Understanding traumatized and maltreated children: the core concepts**. 157 min. 2004. (DD0127).
This series consists of 7 programs hosted by Bruce Perry on brain anatomy, bonding and attachment, and the impact of childhood trauma.

## Social and Emotional Development – Selected Books

**An activity-based approach to developing young children's social emotional competence**. Jane Squires, 2007. (540 S774a 2007 ECI).
This book walks readers through the five-step intervention process called Activity-Based Intervention: Social Emotional (ABI:SE). It explains how to screen the child for behaviors of concern and how to evaluate the family environment. It performs a more detailed assessment of child and caregiver competence. It works with parents on goal development and embeds intervention activities into everyday routines. It shows how to conduct an evaluation of the program.

**The ASQ:SE user's guide for the Ages and Stages Questionnaires: Social-Emotional**. (English and Spanish) Jane Squires, Diane Bricker and Elizabeth Twombly, 2002. (525 S774 2002 ECI).
This book contains both the English and Spanish version of the questionnaires, which offer a system for assessing children's social emotional development at 6, 12, 18, 24, 30, 36, 48, and 60 months, and a user's guide to accompany both. The library also has the companion DVD (DD0190).

**NEW! Best for babies: expert advice for assessing infant-toddler programs**. Alice S. Honig, 2014. (LC 4019.3 H773b 2014 ECI).
This book shows readers how to nurture the youngest children in child care with nourishing interactions, social-emotional support, and more.

**Bipolar kids: helping your child find calm in the storm**. Rosalie Greenberg, 2007. (227.4 G798b 2007 ECI).
This book walks readers through the range of scenarios that occur with bipolar kids, from daring manic phases to sudden periods of overwhelming sadness.

**The body keeps the score: brain, mind, and body in the healing of trauma**. Bessel A. van der Kolk, 2014. (WM 172.5 V228 2014 RHB).
In this book, the author explains how traumatic stress rearranges the brain's wiring, specifically areas dedicated to pleasure, engagement, control, and trust.

**Bright futures in practice: mental health practice guide**. Michael Jellinek, 2002. (266.5 J48 2002 ECI).
This book focuses on promotion of mental health and on prevention and early recognition of psychosocial problems and mental disorders. The information and resources in this guide provide primary care health professionals with the tools needed to promote mental health in children, adolescents, and their families, to recognize the early stages of mental health problems and mental disorders, and to intervene appropriately. The library also has the companion tool kit. (266.5 J48 2002 ECI).

**Building resilience to trauma: the trauma and community resiliency models**.
Elaine Miller-Karas, 2015. (WM 172.4 M647b 2015 RHB).
The author devotes a chapter in her book to working with children who have experienced trauma. Miller-Karas applies her Trauma Resiliency Model (TRM) and Community Resiliency Models (CRM) to helping children focus on connecting with positive memories or resources.

**Building strong foundations: practical guidance for promoting the social-emotional development of infants and toddlers**. Rebecca Parlakian, 2003. (266.5 P252 2003 ECI).
This publication provides readers with a thorough grounding in how supportive relationships promote the social emotional development of very young children. It includes a description of what infant mental health is; what is so important about good relationships; good relationships are catching; practical strategies for promoting infant mental health; and guidelines for identifying infant mental health needs.

**Case studies in infant mental health: risk, resiliency, and relationships**. Joan J. Shirilla, 2002. (WS 350 C337 2002 ECI).
This volume contains twelve detailed and diverse case studies written by infant mental health specialists about their work with a young child and family. Each case study reveals the supervision and consultation that supported the specialist and the specialists' interaction with the larger service system.

**Child-centered practices for the courtroom and community: a guide to working effectively with young children and their families in the child welfare system**.
Lynne F. Katz, 2011. (WA 320 K19c 2011 ECI).
This book presents a profile of infants, toddlers, and parents involved in the child welfare system. It discusses the use of evidence-based parenting programs for parents of at-risk young children. It also covers healing the infant-parent relationship and supporting the development of very young children, including early care and education settings that support child development.

**Child, family, and community**, 6th ed. Janet Gonzalez-Mena, 2013. (LC 409.3 G643c 2013 ECI).
This book discusses the socialization and education of young children in home, child care, and educational contexts from birth to 8 years old.

**Children and babies with mood swings: new insights for parents and professionals**. Stanley I. Greenspan, 2007. (WM 207 G815c 2007 ECI).
This book shows how mood swings develop in children. It describes the complex interplay between children's physical tendencies, emotional experiences, and the developmental steps towards either mood swings or stable, optimistic moods.

**Circles in the nursery: practicing multicultural family therapy**. Leena Banerjee Brown, 2007. (275 B878c 2007 ECI).
This book explains how to understand and practice multicultural infant-family mental health. A 7-part framework for analyzing family, infant, and clinician cultural perspectives is included.

**Confronting violence**, 3rd ed. George A. Gellert, 2010. (HN 90 V5 G318C 2010).
This book discusses the determinants of violence and whether America is more violent than other societies. A chapter is devoted to the physical, sexual, and emotional abuse of children.

**Developing quality care for young children: how to turn early care settings into magical places**. Nettie Becker, 2009. (320.11 B395 2009 ECI).
This book discusses the qualities of an effective early child care program and the need to provide children with experiences that will prepare them for future emotional and social success.

**NEW! Don't hit my Mommy: a manual for child-parent psychotherapy with young children exposed to violence and other trauma**. Alicia F. Lieberman, 2015. (WS 350.6 L716d 2015 ECI).
This book provides an understanding of Child-Parent Psychotherapy based on the experiences of the past decade in implementing this evidence-based practice. The authors give a voice to traumatized young children.
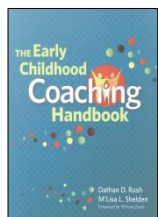


**The early childhood coaching handbook**. Dathan D. Rush, and M'Lisa L. Shelden, 2011. (LB1775.6 R87 2011 ECI).
This book helps early childhood practitioners support other professionals and families as they enhance existing knowledge, develop new skills, and promote healthy development of young children. This hands-on guide shows professionals how to conduct skillful coaching in home, school, or community settings.

**Early childhood intervention: shaping the future for children with special needs and their families**. Christina Groark, 2011. (LC 4019.3 G873e 2011 ECI).
Volume two of this three volume set is titled, *Proven and promising practices*. It includes chapters on mental health in early childhood and children with social challenges.

**Extending the dance in infant and toddler caregiving: enhancing attachment and relationships**. Helen H. Raikes, 2009. (WS 105.5 C3 R151e 2009 ECI).
This book is an in-depth blueprint for promoting attachment and relationships in early childhood settings.

**Families, infants, and young children at risk: pathways to best practice**. Gail L. Ensher, 2009. (LC 4019.3 E59r 2011 ECI).
This book explains the neurological and psychosocial development of children from birth to 8. It discusses family systems and environments, abuse and neglect, and more.

**Finding hope in despair: clinical studies in infant mental health**. 2008. (266.5 F494 2008 ECI).
This book describes detailed case studies of interventions that were not successful. The author of each case study provides the facts of the case and reflects on feelings generated by the failure. Each case study is followed by a chapter of analysis by another clinician who summarizes the lessons that can be learned from these difficult cases.

**From neurons to neighborhoods: the science of early childhood development**. Jack P. Shonkoff, 2000. (WS 105 S559f 2000 ECI).
This classic book presents knowledge about early childhood development and the effects of child care, family stress, brain development, and the parent's role in early development on children's development from before birth until the kindergarten years. The whole report is available at http://www.nap.edu/openbook.php?isbn=0309069882

**Guidance of young children**. Marian Marion, 2011. (WS 100 M341g 2011 ECI).
This book is designed to give students a book grounded in solid theory and research. It will help students understand the process of child guidance. This edition includes information on bullying, social and emotional competence, guiding children during routines and transitions, and more.

**Handbook of infant mental health**. Charles H. Zeanah, 2000. (266.5 Z41 2000 ECI).
This handbook offers a broad multidisciplinary analysis of the developmental, clinical, and social aspects of infant mental health. With chapters written by scholars and clinicians from a variety of perspectives, the work is grounded in a relational view of infancy and applies research in developmental psychology to the problems encountered in clinical practice.

**Help him make you smile: the development of intersubjectivity in the atypical child**. Rita S. Eagle, 2007. (226.5 E11h 2007 ECI).
This book is the diary of the mother of a child with developmental disabilities who is also a psychologist. She interweaves the story of her son with psychological theories about child development.

**Infant/child mental health, early intervention, and relationship-based therapies: a neurorelational framework for interdisciplinary practice.** Connie Lillas, 2009. (WS 350 L729i 2009 ECI).

This book uses a neurorelational framework to reconcile theory, clinical observations, and research for use with infants, young children, and their families. The book goes into great detail about the different brain systems: the regulation system, the sensory system, the relevance system, and the executive system.

**Infant and early childhood mental health: core concepts and clinical practice**. 2014. (WS 103.5 M3 I43 2014).

This book covers concepts from the nature of infant emotional and brain development to the practice of neurologically and relationally based therapies, and explores topics from child trauma to autism spectrum disorders.

**Infants in the child welfare system: a developmental framework for policy and practice**. Brenda Jones Harden, 2007. (320.4 H259 2007 ECI).

This book presents a detailed examination of the dangers faced when very young children are unable to bond with a safe, dependable caregiver.

**Little kids, big worries: stress-busting tips for early childhood classrooms**. Alice S. Honig, 2010. (LC 3969 H773 2010 ECI).

In this book, readers learn about the key factors that influence a child's stress level in order to become keen observers of the many ways children express stress.

**The mystery of risk: drugs, alcohol, pregnancy and the vulnerable child**. Ira J. Chasnoff, 2010. (WA 320 C487 2010 MHSA).

This book begins by discussing the development of an infant and child's brain. Exposure to drugs or alcohol, as well as abuse or neglect, affect the child's developing nervous system. The author outlines a problem-solving approach to behavior management of these "at risk" children.
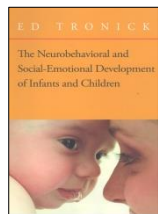
**The neurobehavioral and social-emotional development of infants and children**. Edward Tronick, 2007. (540 T853n 2007 ECI).

This book represents Tronick's major ideas and studies regarding infant-adult interactions, developmental processes, and mutual regulation.

**Pathways to competence: encouraging healthy social and emotional development in young children**. Sarah Landy, 2009. (WS 105.5 E5 L264p 2009 ECI).

Critical aspects of social and emotional development in children from birth to six years of age are covered in this comprehensive reference for anyone working with children.
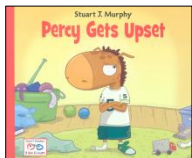
**Percy gets upset**. Stuart J. Murphy, 2011. (805.1 M978 2011).
In this children's book, Percy's Mommy and Daddy help their son calm down and feel better when situations during the day make him angry. The main character learns social and emotional skills as he plays with his friends and interacts with his family.

**Preschool assessment: principles and practices**. Marla R. Brassard, 2008. (LB 3051 B823p 2008 ECI).
This book provides a framework for assessing 3- to 6-year-olds in accordance with best practices and IDEA guidelines. Coverage encompasses screening and assessment of a variety of difficulties including social and emotional challenges.

**Psychotherapy with infants and young children: repairing the effects of stress and trauma on early attachment**. Alicia F. Lieberman, 2008. (266.5 L716p 2008 ECI).
This book describes working with parents and children to promote children's well-being and parents' capacity to nurture and protect.
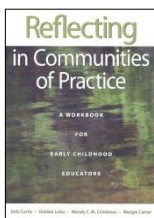
**Reflecting in communities of practice: a workbook for early childhood educators**. Deb Curtis, 2013. (LB 1139.4 C89 2013 ECI).
This workbook is designed to be used with a group, a community of practice, but it can also be a self-study tool. The exercises help educators understand and practice the key elements of reflective teaching.
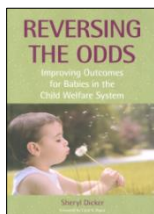
**Reversing the odds: improving outcomes for babies in the child welfare system**. Sheryl Dicker, 2009. (320.4 D549r 2009 ECI).
Babies and young children in the child welfare system have a high prevalence of delays. This book shows early childhood practitioners how to collaborate with other professionals to ensure comprehensive healthy social emotional development of these vulnerable children from birth to age 3.

**Secure relationships: nurturing infant/toddler attachment in early care settings**. Alice Sterling Honig, 2002. (LC 3639 H773s 2002 ECI).
For healthy adjustment in childhood and later in life, infants and toddlers need secure attachments to the adults who care for them. Loving, responsive, and consistent care from primary caregivers is key to young children learning to form relationships. The author distills key points needed in understanding and building attachment.

**Seven skills for school success: activities to develop social and emotional intelligence in young children**. Pam Schiller, 2009. (WS 105.5 E5 S334s 2009 ECI).
This book lists the seven skills that children need to learn to become successful learners. They are confidence, curiosity, intentionality, self-control, relating to others, communication, and cooperation.
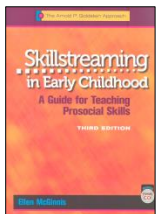
**Skillstreaming in early childhood: a guide for teaching prosocial skills**.
Ellen McGinnis, 2012. (LB 1139 M145s 2012 ECI).
This book employs a four-part training approach: modeling, role-playing, performance feedback, and generalization, to teach essential prosocial skills to preschool and kindergarten-age children.

**Social and emotional development: connecting science and practice in early childhood settings**. Dave Riley, 2008. (540 R573 2008 ECI).
This book shows how to help children form strong attachments with adults. It describes the three forms of self-regulation: controlling impulsive behavior, developing problem-solving skills, and learning to regulate emotions.

**Social and emotional health in early childhood: building bridges between services and systems**. Deborah F. Perry, 2007. (WS 350 S678 2007 ECI).
This book helps professionals discover how to improve young children's outcomes by building sturdy bridges between mental health and medical, educational, and social services. It explains the importance of social and emotional health to school readiness. It shows how to use evidence-based prevention and intervention strategies with children at risk for social, emotional, or behavior problems.

**Social competence in children**. Margaret Semrud-Clikeman, 2007. (WS 105.5 E5 S473s 2007 ECI).
Social competence is essential to the mental and physical well-being of all humans but many children have difficulty making and keeping friends. This book provides a developmental view of social functioning in children at different stages, with an emphasis on clinical conditions that may disrupt this development.

**Social competence of young children: risk, disability, and intervention**. William H. Brown, Samuel L. Odom, Scott R. McConnell, 2008. (540 S678 2008 ECI).
This book helps readers gain a deep and thorough foundation for understanding social competence. It examines key influences on social development: family, culture, classroom, and friendships. It pinpoints strategies for social interaction interventions specific to different populations.
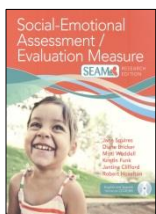
**Social-emotional assessment/evaluation measure**. Jane Squires, 2014. (LB 3051 S65 2014 ECI).
The two-part SEAM™ assessment reveals detailed qualitative information on children's social-emotional competence and identifies their caregivers' strengths and areas of need.

**Socioemotional development in the toddler years: transitions and transformations**. Celia A. Brownell and Claire B. Kopp, 2007. (540 B884s 2007 ECI).
This book examines the key social and emotional transitions that characterize the second and third years of life.

**Strengthening family coping resources: intervention for families impacted by trauma**. Laurel J. Kiser, 2015. (WM 430.5 F2 K61 2015 ECI).
This book uses a skill-building, family framework to teach constructive resources to families who have a high exposure to stress and trauma.

**Supporting development in internationally adopted children**. Deborah A. Hwa-Froelich, 2012. (WS 103 H991s 2012 ECI).
This book provides research-based chapters on key aspects of development for children adopted from abroad including social-emotional development, self-regulation, and social communication development.

**Supporting infants, toddlers, and families impacted by caregiver mental health problems, substance abuse, and trauma: a community action guide**. Beth Maschinot, 2012. (271.5 M396 2012 ECI).
This guide discusses the importance of the environment on a child between birth and age 5. It explains threats to resilience and ways to promote resilience in children.

**Teaching infants, toddlers, and twos with special needs**. Clarissa Willis, 2009. (LC 4019.3 W734t 2009 ECI).
This book covers the whole development of infants, toddlers, and twos and especially how to care for children with special needs. It covers teaching life skills, communication, cognitive development and play, social competence, and gives tips for family involvement.

**Touchpoints: three to six: your child's emotional and behavioral development**. T. Berry Brazelton, 2001. (WS 105.5 E5 B827t 2001 ECI).
This book describes important moments in a child's emotional development, called touchpoints. The book explains how children develop and helps parents handle behavioral issues with greater sensitivity and empathy.

**Traumatic stress: the effects of overwhelming experience on mind, body, and society**. Bessell A. van der Kolk, Alexander C. McFarlane, and Lars Weisaeth, 2007. (WM 172.5 T777 2007 RHB).
This classic book presents theory and research on post-traumatic stress disorder. It includes a chapter on traumatic stress in childhood.
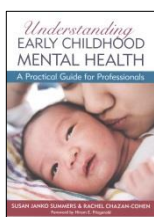


**Understanding early childhood mental health: a practical guide for professionals**. 2012. (WS 105.5 M3 U55 2012 ECI).
This introductory text combines the authoritative guidance of more than a dozen respected mental health and early childhood experts. Professionals will get a primer on infant mental health, strengthening their knowledge of key issues such as screening and assessment, attachment, emotional dysregulation and aggression, risk and resilience, maternal depression, and children's exposure to trauma.

**Understanding families: supportive approaches to diversity, disability, and risk**.
Marci J. Hanson, 2013. (LC 4019.3 H251u 2013 ECI).
With a strong emphasis on family resilience, this book gets pre-service and in-service professionals ready to work with a broad range of families with diverse structures, backgrounds, and circumstances; communicate and collaborate effectively with every family they serve; support families of children with disabilities; advance strong parent–child attachment and interactions; match services and supports with each family's desired goals and outcomes; address risk factors such as poverty, addiction, and violence; promote the mental health of young children and their parents; apply human development theories in their work with children; and defuse common sources of tension between families and professionals. This title is also available through Ebsco eBooks. Contact the library at (512) 776-7559 for more information.

**Using IGDI's: monitoring progress and improving intervention for infants and young children**. Judith J. Carta, 2010. (520 U85 2010 ECI).
This is a manual for the use of activity-based IGDIs. IGDIs help programs determine quickly when changes need to be made in interventions. The tools include assessment of social development.

**WAIMH handbook of infant mental health**. Joy D. Osofsy, 2000. (266.5 O83 2000 ECI).
This set of four handbooks on infant mental health have these subtitles: Vol. 1: perspectives on infant mental health; Vol. 2: early intervention, evaluation, and assessment; Vol. 3: parenting and child care; and Vol. 4: infant mental health in groups at high risk.

**What works for bipolar kids**. Mani Pavuluri, 2008. (WM 207 P339w 2008 ECI).
This book is for parents and professionals who work with children with bipolar disorder. It explains what it feels like to have the disorder and how to help children with the disorder manage their behavior, develop their social skills, and make friends.

**Why love matters: how affection shapes a baby's brain,** 2nd ed. Sue Gerhardt, 2015. (WS 350 G368w 2015 ECI).
This book explains why love is essential to brain development in the early years of life and how early interactions between babies and their parents have lasting and serious consequences. Development of the brain determines future emotional well-being and early pathways can affect the way people respond to stress.

**Young children and trauma: intervention and treatment**. Joy D. Osofsky, 2004. (WA 320 Y69 2004 ECI).
This book is full of practical information on the assessment and treatment of young children exposed to trauma and violence.
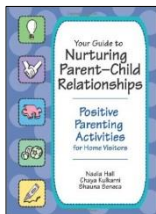
**Your guide to nurturing parent-child relationships: positive parenting activities for home visitors**. Nadia Hall, Chava Kulkarni and Shauna Seneca, 2008. (LC 4019.3 H178y 2008 ECI).
This practical guide gives home visitors flexible and culturally sensitive tools to help parents strengthen their relationships with their children.

## Social and Emotional Development – Selected E-Books

The following books and many more titles are available electronically to ECI state and program staff. You may access them on a computer or mobile device.

To access, please contact the library at [library@dshs.texas.gov](mailto:library@dshs.texas.gov) or call (512) 776-7559 or toll-free 1-888-963-7111 x7559.

- **The batterer as parent: addressing the impact of domestic violence on family dynamics**, 2nd ed. Lundy Bancroft, Daniel Ritchie, and Jay G. Silverman (2012).
- **Beyond behavior management: the six life skills children need**. Jenna Bilmes (2012).
- **Children with multiple mental health challenges: an integrated approach to intervention**. Sarah Landy and Susan Bradley (2013).
- **Empathic care for children with disorganized attachments: a model for mentalizing, attachment, and trauma-informed care**. Chris Taylor (2016).
- **Foster parenting step-by-step: how to nurture the traumatized child and overcome conflict**. Kalyani Gopal (2013).
- **Including one, including all: a guide to relationship-based early childhood inclusion**. Leslie Roffman, Cassandra Britton, and Todd Wanerman (2011).
- **Infant mind: origins of the social brain**. Marc H. Bornstein (2013).
- **John Bowlby and attachment theory**, 2nd ed. Jeremy Holmes (2014).
- **Mental health services for vulnerable children and young people: supporting children who are, or who have been, in foster care**. Arlene Vetere and Michael Tarren Sweeney (2014).
- **Physical and emotional abuse: triggers, short and long term consequences, and prevention methods**. (2013).
- **Play therapy with traumatized children**. Paris Goodyear-Brown (2010).
- **Scared sick: the role of childhood trauma in adult disease**. Robin Karr-Morse. (2012).
- **Theories of attachment: an introduction to Bowlby, Bowlby, Ainsworth, Gerber, Brazelton, Kennell, and Klaus**. Carol Garhart Mooney (2010).
- **Trauma counseling: theories and interventions**. Lisa Lopez-Levers (2012).
- **Trauma-informed care: how neuroscience influences practice.** Amanda Evans and Patricia Coccoma (2014).
- **Trauma-informed practices with children and adolescents**. William Steele and Cathy A. Malchiodi (2012).

## Social and Emotional Development – Selected Websites

**Brain hero**: This 3 minute video shows how caregiver actions can impact child development. It was produced by the Center for the Developing Child at Harvard University. View it at http://developingchild.harvard.edu/resources/multimedia/brain_hero/.

The **Center for Early Childhood Mental Health** from Georgetown University translates research in healthy mental development into materials for families, mental health consultants, and Head Start staff. See http://www.ecmhc.org/.

The **Center on the Social and Emotional Foundations for Early Learning** has a tremendous amount of information for families, trainers, teachers, caregivers, and more. See http://csefel.vanderbilt.edu/.

The **Child Welfare Information Gateway** offers resources related to child abuse and neglect. See https://www.childwelfare.gov/topics/can/

The **Children's Trauma Assessment Center (CTAC)** provides comprehensive neurodevelopmental trauma assessments for children who have experienced trauma or adverse childhood experiences. See https://wmich.edu/traumacenter/about

**Early Identification: Referral Requirements under CAPTA and IDEA** are explained by the Early Childhood Technical Assistance Center at http://ectacenter.org/topics/earlyid/capta.asp

**Helping children and adolescents cope with violence and disasters: what parents can do,** the National Institute of Mental Health provides caregivers and parents with advice on how they can help children overcome traumatic experiences and start the process of recovery. See http://www.nimh.nih.gov/health/publications/helping-children-and-adolescents-cope-with-violence-and-disasters-parents-trifold/index.shtml.

**InBrief: early childhood mental health**, a report by Harvard's Center on the Developing Child, is located at http://developingchild.harvard.edu/resources/briefs/inbrief_series/inbrief_early_childhood_mental_health/.

**Meeting the mental health needs of poor and vulnerable children in early care and education programs** by Lenette Azzi-Lessing provides an overview of the various factors that threaten optimal development of young children living in poverty and that place them at risk for emotional and behavioral problems. Four key strategies for improving the capacity of early care and education programs for preventing and addressing mental health problems in young children in poverty are outlined in this article available at http://ecrp.uiuc.edu/v12n1/azzi.html.

**The National Child Traumatic Stress Network's** mission is to raise the standard of care and improve access to services for traumatized children, their families, and communities throughout the United States. See http://www.nctsn.org/nccts/nav.do?pid=hom_main.

**The National Library of Medicine** has compiled a set of links to reliable information on child mental health. See http://www.nlm.nih.gov/medlineplus/childmentalhealth.html.

**Promoting the social-emotional wellbeing of infants and toddlers in early intervention programs: promising strategies in four communities** by Taniesha A. Woods, Sheila Smith, and Janice L. Cooper from the National Center for Children in Poverty is located at http://nccp.org/publications/pub_946.html.

The **Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI)** takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates free products and resources to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day. See http://www.challengingbehavior.org/.

The **Texas Association for Infant Mental Health (TAIMH)** is a non-profit affiliate of the World Association for Infant Mental Health. The mission of TAIMH is to provide awareness of the critical importance of the first three years of life in human development; conditions which enhance the quality of infant/caregiver relationships; and policy and practice that optimize the emotional development of infants. See http://www.taimh.org/.

**What to expect and when to seek help: bright futures developmental tools for families and providers**: The four developmental tools at this website offer a framework for families and providers to begin a conversation together about how best to support healthy social and emotional development in children and teens. See especially infancy and early childhood at http://gucchd.georgetown.edu/72824.html.

**Zero to Three** is a national, nonprofit organization that informs, trains, and supports professionals, policymakers, and parents in the lives of infants and toddlers. It provides several resources on early childhood mental health, including a video clip. See http://www.zerotothree.org/child-development/early-childhood-mental-health/.

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avlibrary@dshs.texas.gov

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